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ABSTRACT

The report of the fourth National Indian Child Conference (1982), sponsored by Save the Children, contains a statistical portrait of the American Indian child, synopses of 7 major presentations and 64 workshops, recommendations, a conference evaluation, and lists of conference staff, presenters, and tribal representation. Topics of major presentations are traditional Indian medicine; ways to teach children a Native American perspective; microcomputers in education; trends in education; Save the Children; family day care; and leadership. Workshop topics include self-esteem, creative writing, community planning, cultural awareness/preservation, handicapped children, suicide prevention, mental health programs, parenting, bilingual education, adult education, child abuse, fund raising, local school boards, teenage pregnancy, preventative health education, early childhood education, gifted children, and substance abuse and therapy. Recommendations presented are for increased funding for Indian Child Welfare Act programs; improved communication between federal agencies affecting Indian children; opposition to closure of the Southwestern Indian Polytechnical Institute and other Indian schools; dissemination of information regarding the 1982 Indian Housing Act to Indian communities; continued pre-kindergarten programs through Indian Student Equalization Programs; increased community involvement in planning preventative health education curriculum; school-age parenting classes and child care in Indian communities; and encouraging use of native foods through the schools. (MH)

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A
REPORT OF

THE FOURTH NATIONAL INDIAN CHILD CONFERENCE

September 12–16, 1982

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IN APPRECIATION

Save the Children was again pleased to sponsor the annual National Indian Child Conference. Without the splendid cooperation of the many agencies and individuals who made the conference a success, it would not have been possible for our staff to put the Conference together. On behalf of all of the staff, we would like to express our appreciation:

To the Steering Committee who worked long and hard to organize the Conference;

- the Colorado Indian Tribes for giving us the talents of Charles Lamb who was responsible for the art exhibit;
- the Mescalero Apache Tribe for giving us the talents and experience of Clarence Buurma who handled the exhibits;
- the many agencies and tribal groups who provided the entertainment during the Conference — the dance groups were acclaimed the most exciting that we have had at any of the Conferences;
- the Indian Law Center at the University of New Mexico for Sam Deloria who gave the most imaginative keynote address of any Conference;
- the Advisory Committee members for giving us advice and counsel and for giving dignity and status to the Conference;
- all of the presenters who gave of their time and resources to workshops that were significant and timely;
- the corps of professional evaluators who worked throughout the Conference to give us input needed to plan the next Conference;
- all the agencies who gave us tremendous support in one way or another;
- the American Indian Leadership Program at Arizona State University at Tempe;
- the Arizona Commission on Indian Affairs;
- the Arizona Department of Indian Education;
- the Inter-Tribal Council of Arizona;
- the North American Indian Womens Association of Arizona and New Mexico;
- the Phoenix Indian Center, Inc.;
- the Southwest Resource and Evaluation Center; and
- the Phoenix Indian School.

We look forward to having the same kind of cooperation in the Northwest and are sure that the 1983 Conference, scheduled for Spokane, Washington, August 21 through 25, will also be a successful one. It will be an enriching experience for all of us to get to know and work with tribal groups, organizations, and individuals in that area. We look forward to the opportunity and to the challenge of working with them in an effort to make life a little better for Indian children, their families, and communities.

Our deepest appreciation to all of you who gave us your help.

Dallas Johnson
Conference Director
Jerry Bread
Conference Chairman

The conference evaluation and final report was prepared by NICC staff. The publication and distribution of the report was made possible by supportive contributions from:

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Mrs. Catherine G. Curran
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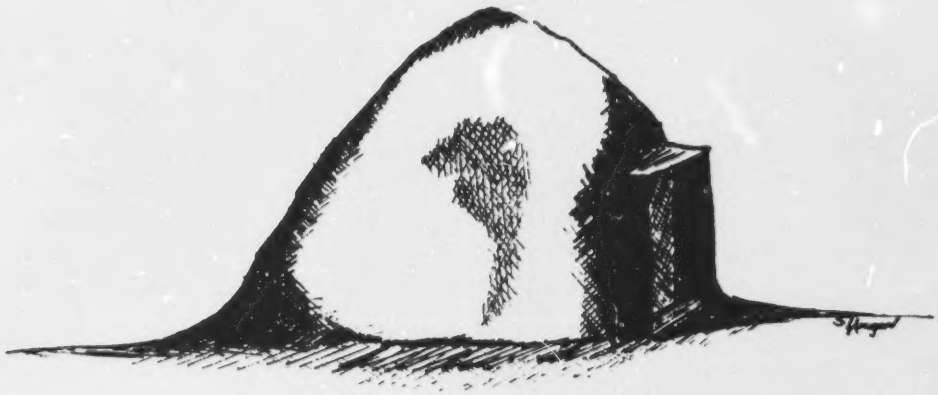
The Phoenix Coca Cola—Dr. Pepper Bottling Company
The Russell Sabor Foundation
The Gordon Strain Memorial Fund
Transamerica Relocation Service, Inc.
Sketches:
Sherry I. Aragon,
Institute of American Indian Art

AN OVERVIEW



The first National Indian Child Conference (NICC) was held in Phoenix, Arizona, in September, 1978, and has been followed by succeeding conferences in 1979, 1981, and 1982. Attendance has varied between 1100 and 1800. The NICC was conceived on the premise that there was no other national conference attempting to deal with the total Indian child or with the entire spectrum of concerns affecting Indian families. Consequently, the NICC stands apart from similar organized conferences, which present only education, or health, or socio-economic themes.

The heart of the conference is the volunteer. Since NICC staff is composed of only a few individuals, there is a heavy dependence on local support. Not only has this assistance been beneficial to NICC operations, we believe it has discovered and encouraged an emerging Indian leadership. Conference sites are selected for accessibility and affordability to NICC delegates. Individuals who attend the conference and who appear as panelists, presenters, and speakers receive no gratuities. Although the majority of presenters are tribally affiliated, some are

not. In either case, we have been fortunate, from the beginning, in attracting nationally recognized authorities on the subject matter presented. Workshop proposals are critiqued by the NICC Steering Committee before being incorporated into the program agenda. Workshops are judged on tteir melevance and importance to the Indian community, and each year, the volume of workshop proposals received increases tremendously. Stringent guidelines have become necessary to ensure the high calibre of workshops that have become characteristic of the conference.

Save the Children's annual endorsement of the work and purpose of the conference allows the NICC continuity and stability in pursuing its original objectives to:

- Identify problems indigenous to the, Indian population
- Review pertinent data on contemporary developments
- Identify resources for improving the Indian experience
- Set up mechanisms to promote the Indian viewpoint

These objectives are pursued at the conference through selected workshops, the addresses of keynote speakers, in special caucuses and panels, and in discussions among delegates. They are promoted in a conference final report and in recommendations formulated at the conclusion of each year's session.

Awards Banquet, Miss Indian America, Vivian Juan

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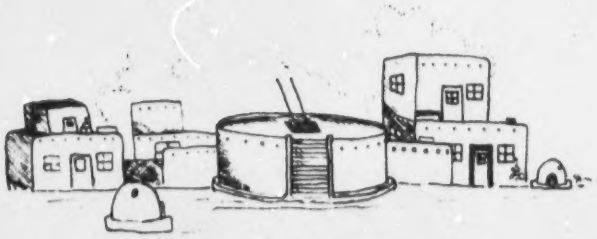

The Fourth National Indian Child Conference was sponsored by Save the Children, a private non-sectarian, non-profit organization headquartered in Westport, Ct. Through a community-based, integrated development approach, Save the Children is offering people the opportunity to meet self-defined needs through their own efforts.

Save the Children regards the National Indian Child Conference as a unique opportunity to focus attention on the problems of the Indian child, its family and community, and to evolve practical solutions to prevent their recurrence in future generations.

Save the Children is funded by the voluntary contributions of private citizens, school and civic groups, public and private employee groups, corporations, service organizations, foundations, and government agencies. Save the Children is a member of the Save the Children Alliance, Private Agencies Collaborating Together (PACT), Private Agencies in International Development (PAID), the International Service Agency, the American Council of Voluntary Agencies for Foreign Service, and the International Council of Voluntary Agencies. It also holds consultative status with UNICEF and the United Nations Economic and Social Council.

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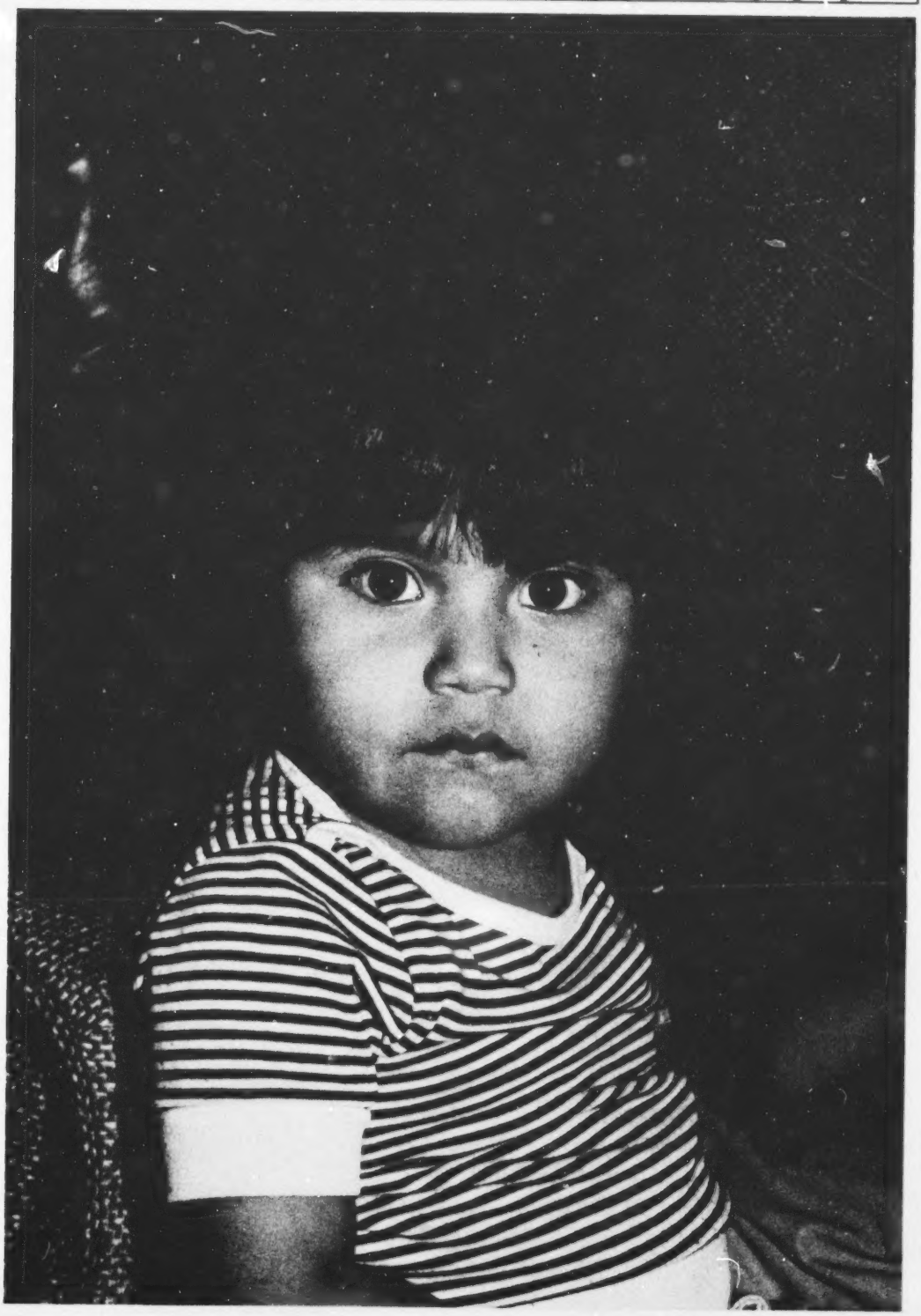

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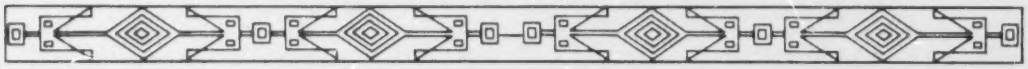
PORTRAIT OF THE AMERICAN INDIAN CHILD



From one generation to the next, it has been the Indian family — immediate and extended — which has nurtured and sustained Indian children, cultures, tribes, villages and communities. Save the Children believes the greatest asset for Indian children is a strong, secure Indian family in a supportive tribal community. This agency has been working with forty-five Indian tribes and their villages, communities, and colonies since 1949.

Serving children, families and communities through self-help is the underlying philosophy of Save the Children's programs. Using a community development process, the Save the Children American Indian Nations Program operates in eight field offices, who in turn, work through volunteer Indian Save the Children committees to identify local needs, and plan and implement programs. All these funds are generated through locally sponsored Indian children.

The National Indian Child Conference, now into its fourth year, is one of the nationwide conceived needs of Indian people sponsored by Save the Children. This conference serves as a primary forum, for Indian and non-Indian people, to discuss in a non-political environment important projects being undertaken to assist Indian children, their families, communities, and tribes. The report which follows describes those activities, which were presented in general assemblies and workshops at the Conference. It also lists the names and addresses of presenters at these sessions, so that local Indian groups can contact them for additional information.

Over the next several years, Save the Children will be working to assure that the National Indian Child Conference targets its proceedings more directly to activities which assist children and families. For example, it is the agency's hope that the circumstances affecting the state of Indian children in the United States will be examined more closely annually, and that concrete local, regional, and national strategies will be devised.

While generalizing about the state of 468,005 American Indian children (under 16)spread out over all 50 states may seem misleading, common problems regarding health, education, income andemployment areevident.

For instance, in terms of health, 8.7% of all deaths reported among Indians in 1978 occurred in the under-five year age bracket, as compared with 2.8% for the entire U.S. The neonatal death rate is twice as high as the national average. However discouraging the situation appears, amazing strides since 1955 indicate that infant mortality rate among Indians has decreased 74% (from 62.7/1000 to 16.4/1000) and the maternal death rate 90% (from 2.2/1000 to 0.7/1000). Tuberculosis mortality and morbidity have been reduced 90% and 81% respectively. Working with Indian spiritual leaders and medicine men and women, the Indian Health Service has seen a marked increase in the use of IHS services in the past 25 years. Hospital admissions are up 128%, outpatient visits up 837%, and dental services up 901%. Unfortunately there are serious problems that remain today. These include alcoholism, suicide, accidents and mental health.

American Indians are educated in a variety of settings. A small number of students attend the 25 community-controlled tribal schools which stress local history and culture as well as academic achievement. Two-thirds of Indian children attend public schools, while those remaining attend Bureau of Indian Affairs boarding and day schools and mission schools. Off-reservation boarding schools create difficulties for rural children, since they are forced to leave their home environment in order to obtain a high school education. In 1971, 17% of the reservation school-aged population lived in institutional facilities. Most of these schools do not stress traditional Indian values or use Indian curriculum, but generally pattern after the public schools.

American Indians have one of the highest drop-out rates among ethnic groups in the U.S. today. Only 23.9% of rural Indians twenty-five years old and under have completed their high school education, whereas the figure stands at 44.3% nationwide.

Unemployment is also high. Only 36% of the workforce (16 years old and over) are full or part-time employed, and one-third of these workers earn less than the minimum wage for a full-time job ($7,000). Only one-quarter of the workforce earns $7,000 or more, which has far-reaching implications for the family and child.

Finally, adoptions and foster care placements remain a critical problem in Indian child welfare issues, despite the enactment of the Indian Child Welfare Act in 1978. The rate of Indian to non-Indian placements is up to 27 times higher in one state, averaging

four times higher overall. Twenty-five to thirty-five percent of all Indian children are separated from their families and placed in adoptive homes, foster homes or institutions. Many of these children are placed in non-Indian homes, facing serious social and cultural differences as a result.

The average number of births for Indian women is 4.6, considerably higher than the national figure of 3.1. Three times as many Indians have families of seven or more. Housing is more crowded, and almost one-half of rural Indian dwellings were classified as inadequate due to lack of complete plumbing facilities (1970). All of the above factors combine to make life for the American Indian child and family more difficult, having to face problems of low income, limited job opportunities, poor education and acculturation.

"Caring, Coping, Change: Challenges for the 80's" is this year's theme. Save the Children's Office of Special Events, directed by Mr. Dallas Johnson, has worked with a Steering Committee of Indian leaders to design a forum for presenting these projects in the following report. This conference serves as an important link for sharing ideas, resources and developing cooperative strategies to improve the lives of Indian children, families and communities during the decade of the 80's!

Dr. Helen Maynor Scheirbeck
Director,
American Indian
Nation Program
Save the Children

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MAJOR PRESENTATIONS

Health
Education
Human Resources

MAJOR HEALTH PRESENTATION

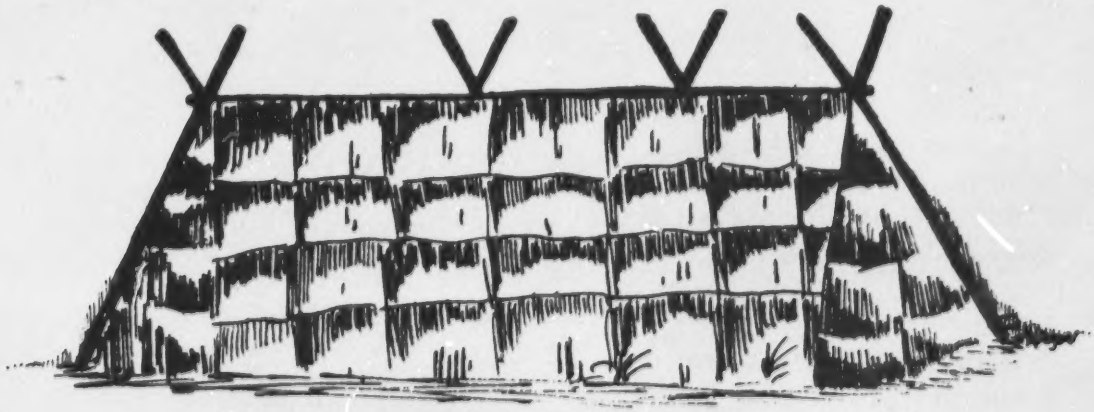
Topic:
Reflections on Traditional Indian Medicine

Presenters:
Dr. Frank Clarke
Dr. H.C. Townsley

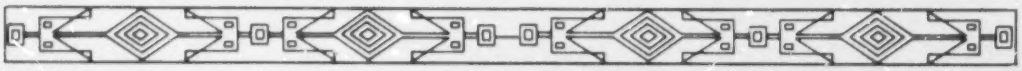
The presentation focused on a comparison of Indian and non-Indian views on medicine and health. In American society today, physical illnesses are treated in isolation by physicians, and mental illnesses in like respect by psychiatrists or psychologists. Traditional Indian medicine, however, uses healing ceremonies which focus on the entire being; the three inter-related elements of the mind, body, and spirit. This holistic approach to health places emphasis on being in harmony with oneself as well as one's family, clan, and environment.

Leading causes of death among Indians today are accidents, cirrhosis of the liver, heart disease, diabetes, homicide, and suicide. Dr. Clarke feels that these are directly or indirectly related to changing lifestyles, values, and the loss of vital cultural traits, such as the morning prayer, purification ceremonies, occasions for fasting and purification, and reverence for the Supreme Being. There are no medicines, surgical procedures, or immunizations that can prevent these deaths; rather, a revision in thinking and action must be put into achieving health and harmony.

Resource Material: *Tapestries in The Sand,* Villa Senor (public library)
Navajo Symbols of Healing, Don Sander (public library)



MAJOR EDUCATION PRESENTATION



Topic:
Other Ways to Teach Our Children: A Native American Perspective

Presenters:
Dr. Howard Bad Hand
Mr. Phillip Deer
Dr. David Risling
Dr. Lois Risling
Dr. Robert Staffanson

Dr. Staffanson introduced the panel discussion by proposing a series of thought-provoking and fundamental questions about education: What is it? Is it right for Indians? Are there other, more appropriate methods than those presently used? How important is one's identity to success in life? How can Indians maintain and enhance their identity? What is the effect of formal education on Indians? What can we do to improve education for Indians within the United States?

Lois Risling distinguished education from schooling, maintaining that each culture must define and develop an appropriate educational system which meets their particular needs. At present, schooling is seen as "an imposition designed for social control," a mechanism for cultural genocide. Howard Bad Hand contrasted "schooling" and the Indian view of what constitutes education. Western educational systems seek factual knowledge, acquisition of skills, and the capability to change the environment. To the Indian, knowledge is wisdom and living in harmony with the environment; children are encouraged to develop an intuitive process and relationship with the universe. The ideal would be a balance between these two approaches which does not destroy Indian identity. Finally, Phillip Deer questioned the value of education as it now stands for Indian people. Mr. Deer, who never graduated from high school, feels that "Indians lose [cultural knowledge, language and the premises of Indian law] while being educated." With the highest drop-out rate in the United States today, Indians are both failing to achieve standards of Western education as well as failing to use that education productively.

Resource Material: The American Indian Institute
P.O. Box 1388
Bozeman, MT 59715

Topic:
Micro-Computers In Education

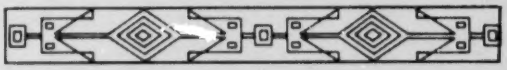
Presenters:
Dr. Gary Bitter
Dr. Tom Sawyer

This series of presentations focused on the micro-electronics revolution which has taken place in the past 10-15 years and its significance for education. The panelists promoted computers as a means of decreasing the educational cost per student, increasing individualized attention per student, and providing the necessary training to ensure American competence among technological societies.

In 1982 the average cost of teacher instruction per student hour was $1.90 and is expected to rise to $6.10 by 1999. In contrast, the cost of computer instruction per student hour was $0.66 in 1982, and is expected to drop to $0.20 by 1999. The presentations envisioned a comprehensive set of individualized computer curriculum for public schools which would be self-contained, applicable, and sensitive to individual learning needs and styles.

The essence of "humane education" in Dr. Sawyer's eyes is the guarantee of individualized instruction for each student, which requires some form of intelligence interacting with students, directing them into meaningful solutions. Computers are seen as a supplement to teachers (not their replacement) to ensure this capability. In addition, computers provide an atmosphere which encourages learning: students may learn at their own pace without feeling intimidated or being held back. Audience response indicated preference for this approach in lieu of verbalization in teaching Indian children.

Resource Material: *Microcomputers In Education I and II*, Nancy Watson, $15.00 (plus $5.00 if purchase order); %Computer Literacy-Gary Bitter, College of Education, Arizona State University, Tempe, AZ 85287
Using a Microcomputer in the Classroom, Gary Bitter, $15.00 Reston Publishing; Reston, VA 22090
Computer Literacy, Scope and Sequence Resources, Gary Bitter, cost varies with materials, Payne 203 ASU; Tempe, AZ 85287
WICAT Systems, Inc.: P.O. Box 539; Orem, UT 84057



Topic:
Trends In Education

Presenters:
Jerry Jaeger
Jim Shanley

This panel focused on the federally supported education programs. Jerry Jaeger gave an overview of BIA's education program, which is allotted over one-quarter of a billion dollars, or almost one-third of the entire BIA budget. This includes support for the tribal contract schools and com-

munity colleges, Johnson O'Malley, adult education, and boarding and day schools — reaching over 210,000 students each year.

To improve the quality of education delivered to the Indian community, the Bureau recently developed the implemented minimum educational standards for bureau-operated and tribal contract schools. The impact of these standards, which will be used to develop optimum teacher/pupil ratios, dorm space, and academic programs, will be evaluated after a two-year trial period, and then revised and finalized.

The Johnson O'Malley program currently involves 266 contracts with public schools, 196 of which are direct contracts with tribes. Under the Indian Self Determination and Education Assistance Act, Indian parent committees are involved in the planning, implementation, and evaluation of these programs, which is in turn promoting cooperative relationships between Indian communities and public school systems. This trend of growing Indian involvement in education is seen as a positive indication of willingness to take responsibility in this important field.

Resource Material: Education Programs
Bureau of Indian Affairs
18th "C" Street, N.W.
Washington, DC
20242

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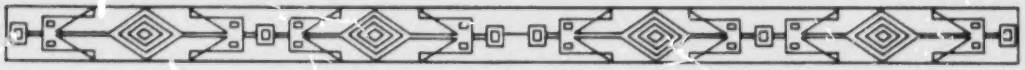
MAJOR HUMAN RESOURCES



Topic:
Save The Children In Action

Presenters:
Phyllis Dobyns
David L. Guyer
Dr. Helen Maynor Scheirbeck

The panel highlighted Save the Children's concern for children and communities throughout the world, including those of the American Indian. The recent cutbacks in federal funding and their effects on living conditions for Indians were discussed, vis-a-vis the role SCF, as the largest private voluntary agency working with American Indians today, might play in this regard.

Although SCF has grown tremendously in size and impact in the fifty years since its inception, the concepts of self-help, volunteerism, participation, and cultural sensitivity have remained its philosophic cornerstones. In order to improve socio-economic living conditions of children, SCF believes that families and communities must also be involved in the development process, i.e., that children can not be substantially helped "in isolation". The methodology used to achieve this goal is Community Based Integrated Development, a dynamic and flexible set of guidelines based on community involvement in identifying problems, setting priorities, discussing alternatives, planning strategies, and participating in their implementation, evaluation, and follow-up. Local volunteers, mainly in the form of community committee members, are seen at the core of this effort, working closely with SCF field staff.

SCF's funding base, which has grown 20% in the past year alone, is largely based on a sponsorship system. Resources are pooled in communities to support development projects, such as early childhood learning activities, community water and sanitation systems, recreation, renovation of community buildings, and cottage industries.

Resource Material: Save the Children
54 Wilton Road
Westport, CT 06880

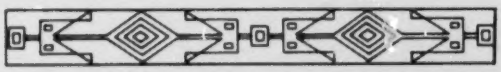
Topic:
Family Day Care

Presenters:
Nancy Travis
Priscilla Trig
Marlene Lawrence
Pat Whitcomb

Family Day Care, which is the care of up to six children in a private home, was presented as a viable alternative to organized day care centers in both urban and rural communities. In many parts of the country, particularly spread-out rural areas, it is a common form of care for children of working parents, and is particularly suitable for infants. Providers, who usually though not necessarily have children of their own at home, receive a fee for taking care of a child for up to sixty hours per week. They are more than baby-sitters; they are an extension of the family, partners with parents in the child's physical, mental, and social development. The personal contact between parents and providers enables parents to feel more secure about their children, impacting on their professional productivity as well as personal psyche.

Today, many family day care businesses are organized into service and information networks, such as the Association for Supportive Child Care (ASCC). Safety and cleanliness standards are established, and agreement forms outlining the child's habits and schedule signed by the parents and providers. Other benefits, such as training, insurance, tax deductions and provision of food from federal/state programs, may also be arranged through these organizations.

Resource Material: Save the Children;
Southern States
Office;
1182 W. Peachtree
St. NW,
Atlanta, GA 30309



Topic:
Leadership

Presenters:
Ralph Davis
Francis McKinley
Joann Morris
Rebecca Robbins

Four levels of Indian leadership, ranging from rural and urban communities to federal/state and academic institutions, were discussed in this workshop. Problems which have prevented effective leadership in the past have included cultural diversity of Indians on a national level, the scattering of Indians in urban settings, and unfamiliarity with bureaucracies at all levels. All panelists agreed, however, on the need to overcome these obstacles and develop an effective leadership base to advocate Indian positions. In order to accomplish this, the decision-making or bureaucratic en-

vironment must first be understood and defined, from which point the type of leadership necessary may be defined and developed to respond appropriately. Behavior — not values — must change in order to interact and cope effectively with decision makers in different settings. Plans, goals, and adequate communication systems must be developed and then leadership "skills" acquired.

When an elder was asked to define leadership, he replied "a leader is someone who doesn't judge, make comparisons or try to understand — but who does have charisma or a human aura, the capability to bring people together."

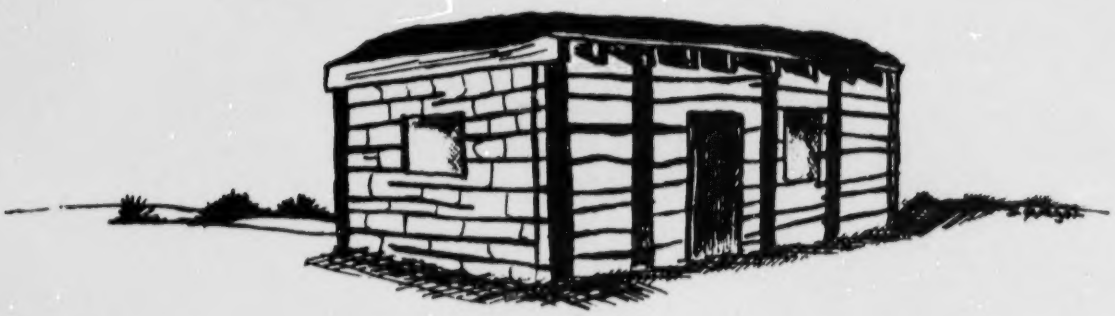
Resource Material: American Indian Leadership Program;
Center for Indian Education;
415 Farmer Education Building;
ASU;
Tempe, AZ 85287

CONFERENCE WORKSHOPS

Delegates to the 1982 National Indian Child Conference were offered a broad choice of subject matter in the seven sessions of workshops scheduled during the three-day period, September 13, 14, and 15. In all, there were sixty-six presentations. Additionally, there were seven major presentations dealing with health, education, and human resources.

No attempt has been made in these pages to portray all of the workshops in depth; only the major presentations have been so treated. However, workshops featured during the regular sessions are summarized and additional resources noted for the reader interested in further information. All presenters have indicated their willingness to serve as contact people in their particular area of expertise and you are invited to write if you have questions. Presenters' addresses are given in the back of this report.

All sessions were taped by the American Audio Association. If you are interested in obtaining tapes, write to the attention of Kenneth Eder, American Audio Association; 130 W. 42nd Street, Suite 2105; New York, NY 10036. Please give the title and presenter(s) of the workshop as well as the day it appeared. All tapes retail for $10.00.



Jerry Bread, Chairman, NICC '82

David Guyer, Vivian Juan, and Phyllis Dobyns

NICC's First Art Exhibit

The Hunter Family Dancers, International Gala '82

THE FOURTH NATIONAL INDIAN CHILD CONFERENCE

Pow-Wow NICC '82

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CONFERENCE WORKSHOPS

September 13, 1982

1. Reflections on Orme Dam: The Proposed Destruction of An Indian Community.
Presenters: Norman Austin; Joan Enos, Tribal-President Ft. McDowell Tribal Council; Rodney Pilcher, Economic Planner, Ron Teed, Ph.D., Consulting Psychologist; Pamela Mott; Tony Armeta; Linda Howard, Director, Social Services.

A slide presentation dramatized one hundred years of oppression against the Yavapai tribe of Central and Western Arizona. The stressful effects of the latest threat to the Ft. McDowell Community, the Orme Dam Project, were discussed in full by a well-qualified panel of community members, leaders, youth and employers.

Additional information: NICC Office

2. Mississippi Band of Choctaw Indians Early Childhood Education.
Presenters: Debbie Boykin, Curriculum Coordinator; Pam Smith, Parent Trainer.

The major goals of the Choctaw project in early childhood education have been to provide a good background in basic skills while integrating tribal values and attitudes into the curriculum. Teacher training and on-going value identification were important components of the projects, as presented by program staff.

3. The Urban Indian Child Resource Center: A Model Family Services and Treatment Program for Indian Children, Youth, and Families.
Presenters: Anita Muneta, Executive Director; Carl Duncan, Family Representative; Leslie Gipp-Guillory, Foster Care Coordinator.

As the only Indian agency of its kind licensed by the State of California, staff is able to offer a wide range of services. Slide presentations on its philosophy and its foster home recruitment program helped make the point as speakers described services and culturally relevant treatment approaches to Native Americans in the urban setting.

Additional information: NICC Office

Resource material: *A Model For Treatment In A Native American Family Service Center* by Ann Metcalf, Ph.D., Urban Indian Child Resource Center, 390 Euclid Avenue, Oakland, CA. 94610, $10.00. *Legal Rights for Native American Teenagers and Families,* Urban Indian Child Resource Center, 390 Euclid Avenue, Oakland, CA. 94610, $3.00. *Knowing When Your Child Needs Help* by Gerald Harmon and Ursula Eaglestaff, Urban Indian Child Resource Center, 390 Euclid Avenue, Oakland, CA. 94610. *Urban Indian Child Resource Center Foster Home Recruitment* (Revised FJHood 8/19), address as above. *Foster Support Development Handbook* address as above.

4. Cultural Preservation in Today's World.
Presenters: Jaynn Kushner, National Secretary, Society for the Preservation of American Indian Culture; Stephen J. Wall, Trainer and Consultant to the American Indian Law Center, University of New Mexico.

Slides and displays of materials explored how the Indian culture and society can provide a consistent work-view, contributing to self-identity and to satisfactory personal and group relationships. "Using the system", gaining additional skills to make it work for In-

dian people, and the cultural implications of special legal rights were also of concern.

Additional information: NICC Office

5. The 1980 Census and the American Indian: Uses of Census Data for Tribal Planning.
Presenter: Jerry O'Donnell, Bureau of the Census, Denver Regional Office.

The 1980 census offers accurate, relevant information to Native American planners in the areas of housing, health, and employment needs. This talk, including visual aids and exercises, cited practical uses for census data.

Additional information: NICC Office

6. Fetal Alcohol Syndrome Prevention Training.
Presenter: Theda New Breast, FAS Coordinator, California Urban Indian Health Council, Inc.

Alcohol consumption during pregnancy affects the fetus as well as the mother, and contributes to physical and mental abnormalities. Clinicians and outreach staff of Indian health programs, as well as many interested individuals, benefited from this training seminar designed to help them identify and educate women of child-bearing age whose drinking habits pose risks to the unborn, and in setting up referral systems for high-risk patients.

Resource material: Community Education Kit (on FAS), California Urban Indian Health Council. Available Rec 82 — reasonable price. 1615 Broadway #210, Oakland, CA 94612 (includes posters and pamphlets, etc.)

7. Indian Elders and Indian Youth Working Together.
Presenter: Susan White, General Manager, ACKCO, Inc.

The Administration of Aging (AOA) has contracted with a Boulder, Colorado company to perform training and technical assistance to all Title VI grantees. The AOA helps strengthen social service programs, including Senior Companions, Foster Grandparents, and Retired Seniors Volunteer Programs (RSVP). This was a discussion of these programs and the potential they have to coordinate the activities of the elders with those of the youth in the community.

Additional information: NICC Office

8. Speech and Language: Disorder, or Difference?
Presenter: Gail Harris, Department of Speech, American Indian Training Program, University of Arizona.

If professionals cannot speak the child's native language, how can they be certain that the child needs help with a speech or language disorder? Precautions and suggestions regarding testing, discussion of recent research regarding the acceptability of ethnic dialects and methods of teaching bilingual children, and a new proposal of "bidialectalism," highlighted this presentation.

Resource material: "Evaluating Speech-Language Skills in Papago Indian Children", by K. A. Bayles and G. A. Harris, *Journal of American Indian Education*, February, 1982. $2.20. *Communication Assessment of the Bilingual Bicultural Child:* J. G. Erickson and D. R. Omark (eds).

9. Becoming an Effective Supervisor in Human Services.
Presenters: Marcia B. Krawll, M.S.W.; Carol Weins, Urban Indian Resource Center.

Supervisors in human services have the double task of helping their employees help the community. The purpose of this workshop was to identify components for understanding strategies for effective supervision (i.e., feelings, needs, communication, learning),

utilizing Maslow's heirarchy of needs to help identify motivators and behavior of employees, introducing four levels of effective communication to be used for effective discipline, and exploring issues related to supervision.

Additional information: NICC Office

10. A Home-Based Treatment and Intervention Model for High Risk and Developmentally Disabled Infants.

Presenters: Norman Segel, Director, Pueblo Infant-Parent Education Project; Rosalind Gachupin, Speech-Language Pathologist; Mardie Garcia Community Health Representative; Ruth Miksovic, Infant Development Specialist; Marcia Oliver, Physical Therapist.

Among current infant stimulation and intervention programs, this home-based, parent-focused program is unique. It focuses upon skills which parents have or are willing to develop in working with their children, some handicapped, in six northern New Mexico pueblos. Specialists intervene to implement treatment activities when required. Small group work and audio-visual aids enlivened this presentation.

Additional information: NICC Office

Resource material: Posters

11. Who Am I This Time?

Presenters: Vivian Juan, Miss Indian America, 1982; Jack Jackson, Jr., President, Arizona State University NASA; Charles Lindberg; Gregory Jim: Nelsonja Neswood.

Youth must recognize their unique quality through open communication, to provide a positive self identity. Parents or guardians must instill in the Indian child a sense of worth and the recognition of spiritual values of sharing, communicating, respecting and honoring. Youth involvement in peer support groups utilizing elders as a resource is also vital, according to panelists.

Additional information: NICC Office

Resource material: *Process of Self-Assessment*, Self Assessment 005-5951. Vivian Juan, PO Box 451, Sheridan, Wyoming 82801. *Rooi Vices and Remedies*, Christian handout. Address same as above.

12. From Inspiration to Publication: Coming Full-Circle in a Creative Writing Program.

Presenters: Mick Fedullo, Sacaton School District #18; Dr. Norma Richardson, Director of Federal Projects; Sacaton Student Panel.

Using poetry writing as a means to explore the inter-relatedness of cultural values, language skill acquisition and building student self-identity has led to the successful outcome of an innovative language arts program at Sacaton Middle School. Its creator and administrator, and student poets were on hand to share their work, including samples of student poetry, and suggestions for establishing and coordinating community support systems for such programs elsewhere.

Additional information: NICC Office

Resource material: Curriculum design for Creative Writing Program. Developed by Mick Fedullo. No Cost. Sacaton School District #18, PO Box 98, Sacaton, AZ 85247.

13. The Indian Child Welfare Act in the Courts.

Presenter: Douglas B. L. Endreson, Native American Rights Fund.

What does the Indian Child Welfare Act mean to those who work with it, or to those who are protected by the Act? And what have the courts done to interpret and apply the Act since its passage? An attorney who has worked closely with its implica-

tions offered his interpretation of an important issue.

Additional information: NICC Office

14. Child Development Associates (CDA) Competency Areas and the Child Regardless of Ethnic Background.
Presenter: Berta Woodall, Education Specialist, Grandview Parent Child Center.

Today, 100 families benefit from participation in the Parent and Child Center in Grandview, Washington; parents learn skills for building upon inherent family and cultural strengths, while receiving support and specific comprehensive health services. Group interaction in this presentation got all participants involved, and plenty of time was provided for questions about this program, going strong since 1968.

Additional information: NICC Office

15. Sexuality/Children Need Information. Sexual Abuse/Children Need Protection.
Presenter: Yvonne Elder Walker, State of Alaska, Department of Health and Social Services.

Correct information about human sexuality can help children shape values and protect themselves, as well as improve family communication, this lecture and film proposed. Sexual abuse and its cultural and personal ramifications were also discussed, and methods of intervention and treatment provided.

16. Community Planning: A Fight for Survival (youth only).
Presenters: Stephen La Boueff, Jr.; Rina Swentzel, Ph.D.

Two Indian professionals, with experience in academic and administrative work, offered thoughts on the benefits of involving communities, and especially their youthful members, in planning tribal objectives. As a practical application, they examined Indian educational philosophies, and the problem of alcohol abuse, within the community-planning framework.

Additional information: NICC Office

Resource material: *Community Planning — Youth Involvement* by Stephen La Boueff, Box 1807, Espanola, NM 87532. Cost of postage & copy ($1.00).

17. Living History with Your Children, or, Getting Strokes from Older Folks.
Presenter: Judith Powell, Head, Division of Home Economics, University of Wyoming.

Slides and videotapes enlivened this presentation of a successful model program involving older adults in imparting historical and cultural heritage to young children of the community. The program in Oklahoma has been implemented by Headstart, RSVP, the Foster Grandparent program, and others which serve the young and the aging, and has been especially successful with young Indian children.

Additional information: NICC Office

18. Handicapped Children's Early Intervention and Parent Involvement.
Presenters: Louise Wilson, Director, Mississippi Band of Choctaw Indians Handicapped Children's Early Education Program; Jo Anne Corley, Coordinator of Material Development/Parent Training.

Slides and lecture demonstrated a model program for handicapped children, ages birth to eight years, and their families, in seven major Mississippi Choctaw communities. To meet the special needs of a group well within poverty level, speaking mainly Choctaw and lacking strong educational support in the community, the program was designed to identify handicapped children, to offer culturally ap-

propriate methods of helping, to improve the delivery system and to give parents bilingual training.

Additional information: NICC Office

19. Adventure-Based Recreation: A Mental Health Program for Youth.

Presenters: Thomas S. Seymour, Ph.D., Mental Health Consultant, Colorado River Indian Tribes; Franklin J. McCabe, Jr., Recreation Therapy Technician, ABR Director.

Children often bear an inordinate amount of the weight of social problems, from alcoholic and troubled parents, to economic difficulties and family communication breakdown. This program for eight to twelve-year old high risk children involved them in personal and physical challenges as a means of improving their self-esteem and self-concept. The program involved community volunteers and other tribal members serving as role models. Slides and a two-person panel showed this program to good advantage.

Additional information: NICC Office

20. Some Lessons in Suicide Prevention Among Native American Adolescents.

Presenter: Irging N. Berlin, M.D., Head, Division of Child and Adolescent Psychiatry, University of New Mexico School of Medicine, Department of Psychiatry.

Three innovative programs were explained to those seeking help for suicidal Native American adolescents. These included a program pairing volunteer tribal elders with troubled teens, a work-study program, and a means of effective early intervention to reduce depression for 3rd through 6th graders.

Additional information: NICC Office

21. Child Abuse and Neglect: Its Relationship to the Native American Culture.

Presenter: Warren R. Weller, National Indian Child Welfare Resource Center of the Native American Coalition of Tulsa.

The role of the Center was discussed, that of providing material and information to Indians and non-Indians. Definitions of child abuse, neglect, and sexual abuse and their indicators were given in relation to Indian people and their situation in America today. This information was provided particularly for those in frequent contact with children, for identifying possible victims of neglect and/or abuse.

CONFERENCE WORKSHOPS

September 14, 1982

1. Solo Parenting: Keeping us Together.

Presenters: Dolores J. Lujan, Program Specialist, Southwest Indian Polytechnic Institute, Alcohol Education Programs; Patricia L. Padilla, Social Services Worker, Pueblo of Isleta, Social Services Program.

Presenters, drawing on their own experiences of raising a family as single parents and through information gained from others who come to their programs for services, discussed family issues and conflicts associated with solo parenting. Special emphasis was given to the consequences of teenage pregnancy, and the audience participated in a sharing experience.

Additional information: NICC Office

Resource material: *11 Million Teenagers*, Guttmacher Institute, 1976. Available at bookstores or libraries. *Teenage Pregnancy: The Problem That Hasn't Gone Away*, available at bookstores and libraries.

2. The Use of Therapeutic Play in Assessment and Intervention with Children in Headstart and Early Child Development Programs.

Presenters: Merrill Featherstone, M.S.; Vivian Wewa, Confederated Tribes of Warm Springs.

Child's play, as interpreted here, is a tool for perceiving and intervening in problems of young children. This headstart group has found that children in need of help, and often their parents, can relate to play in ways they cannot relate to other forms of therapy. Parents are often drawn into a more active role through interest in "play." Demonstration and discussion of materials and methods enlivened this presentation.

Additional information: NICC Office

Resource material: *Sandplay* by Dora Kalff. *Sandplay Studies*, C. G. Jung Institute of San Francisco, 2040 Gough St., San Francisco, CA 94109. $16.00

3. Creating Financed Independence for Children.

Presenters: Richard "Rigg" Rose, Vice-President/Resident Manager, SUTRO and Company, Inc.; Shayne Del Cohen, Tribal Planner, Reno Sparks Indian Colony.

This program explained how to put money in the bank for education of children, and other family needs. The Reno Sparks Indian Development Investment Club (RSIDIC) is a special savings program developed for Indian families.

4. Everything You've Wanted to Know About Work but Were Afraid to Ask.

Presenters: Travis D. Jackson, Phoenix Indian Center; Gwen Walker, Employment Awareness Trainer; Victoria Nez, Classroom Training Instructor.

Just what the title implies, this was a presentation of a model program for teaching job acquisition skills by presenters who work with both prospective employers and employees. Emphasis was on crossing cultural barriers to successful employment experiences.

5. Legal Aspects in Bilingual Education for the Indian Child. AIBEC Parent/School Training Component.

Presenters: LaVerne Atkinson, Director American Indian Bilingual

Assistance Center, University of New Mexico; Ida S. Carillo, Program Specialist, Cultural Awareness Bilingual Assistance Center, University of New Mexico.

A child with a rich language experience other than English needs reinforcement in that language as well as positive experience with English. UNM College of Education staff members demonstrated practical experience materials for parents and teachers wishing to develop communication competence in bilingual children.

6. Cultural-Institutional Conflict Roles of the Parent Advisory Council (PAC) for Compensatory Education Programs.

Presenters: Charles Colbert, Title IV Monitor, Arizona State University; Jim Lawrence, JOM Coordinator; Rosella Lawrence, Special Education Coordinator.

Indian parents on Parent Advisory Committees need help from the community in determining exactly what their roles must be. Are they to help the Indian nations accommodate to the schools, the schools to accommodate to the predominant culture, or should they take a middle role, somewhere in between? Panel members discussed specific PAC experiences, successful and less so, as well as the task of making PAC effective in creating an atmosphere conducive to both parental involvement and effective learning.

Additional information: NICC Office

7. Indian Youth: We Must Dream of Being More.

Presenters: Jacqueline Boni, Director, Health Careers Program, Gila River; Luis Cervantes; Tina Notah; Ronald Johns; Barbara Robles; Pamela Thompson; Gregory Mendoza; Judy Lewis; Dale Miles; Tim Terry; and Noel Hoover.

A strongly motivational slide and skit presented by Pima youth which included topics of education, health, self-identity, natural resources, tribal government, youth and the elderly. The program was aimed at impressing upon the young people in the audience their extreme value to their tribe and to Indian people in general. The presentation was designed to motivate youth to achieve individual and community goals.

8. Adult Education: Vehicle for Indian Community Development.

Presenters: Nell Rogers, Tribal Education Planner, Mississippi Band of Choctaw Indians; Eddi Gibson, Director, Adult Education; Nelson Wilson, Adult Education.

American Indian adults need to be competent at a very high level in order to exert the degree of control over their own lives which most other groups take for granted. They must deal with a complex bureaucracy at almost every level, including local government, lands, education regulations, housing, and community membership. This demonstration of a successful adult education program is a key to implementation of the Self-Determination Act, which rests more control within the tribe.

Additional information: NICC Office

9. Here's Looking at You: Alcohol Curriculum.

Presenter: Jack Sauter, Labre School.

The national model school curriculum for seven grade levels centers on use of a prepared kit on alcoholism. Student-centered, the kit helps students develop decision-making skills, explore ways of coping with problems,

learn about sources of help in the community, gain information about alcohol and alcoholism, and examine their own attitudes about alcohol. The presenter demonstrated the kits versatility at each grade level.

Additional information: NICC Office

10. Flying High With C.A.P.: A Strategy for Juvenile Delinquency Prevention on the Reservation.

Presenter: Gene Carnicom, Ph.D., PHS Indian Hospital; Jim Rawhouser, Family Counseling Center.

A lively program describing the Civil Air Patrol Cadet Program as a method of juvenile delinquency prevention, with an illustration of a reservation program, the Sierra Blanca CAP Cadet Squadron on the Mescalero Apache Indian Reservation. CAP offers many enjoyable activities and learning experiences to youngsters between the ages of 13 and 18, and CAP also is designed to develop leadership, motivation, and responsibility in youth to prepare them to become leaders in their communities as adults.

Additional information: NICC Office

11. Youth and Cultural Awareness.

Presenters: Morning Hawk Singers (Perry Jackson; Dorothee D. Jackson; Harrington and Andrea Luna; Delmar Boni; Glenn Juste; Wayne Juste; Serena Hicks).

More than 50 per cent of our Indian children have been deprived of their traditional customs, according to the presenters of this workshop. Native American youth, especially, were encouraged to join in exploring traditional cultures, beliefs, customs, understanding and spirituality through songs, spiritual activities, and discussion. "It is upon the ground of our forefathers, that we must build a strong house with building blocks of confidence, leadership, enthusiasm, understanding, genuineness, desire to improve ourselves, and faith." . . . Chief George Pierre

Additional information: NICC Office

12. Victims of Child Abuse: The Parent and The Child.

Presenter: Marcia B. Krawll, M.S.W.

A sense of basic trust in others is essential to the formation of a healthy sense of self-esteem, yet trust doesn't come easily to a child suffering parental abuse. Most often the parent, too, lacks trust also having missed a dependent, close relationship in childhood. Reparenting intervention techniques offer hope and help to mental health workers and victims of the syndrome. This lecture, with handouts, addressed these techniques.

Additional information: NICC Office

Resource material: Articles on Indian Abuse, Native American Coalition of Tulsa, 1740 W. 41st, Tulsa, OK 74107.

13. Is Your Child Headed for Success or Failure in the Classroom?

Presenter: Wil Numkena, Special Assistant for Indian Education, Utah State Office of Education.

Emphasis was placed on the impact of parental roles and involvement in the success or failure of their children in the classroom. Parents were advised to involve themselves in their child's educational growth by providing parental support and reinforcement. Clarifications of parent rights and responsibilities in the educational process are necessary to minimize the Indian parents' feelings of inadequacy and alienation from the school. This presentation was designed to help parents better understand their role in the educational process.

Additional information: NICC Office

Resource material: Handout by Wil

Numkena. 250 East 500 South, Salt Lake City, UT 84111. *Why Parental Involvement*, Utah State Office of Education, 250 East 500 South, Salt Lake City, UT 84111

14. Is There Life During Reagonomics? Fund-Raising Philanthropy.
Presenter: Gregory G. Gomez, Dallas, Texas.

In this glance toward future operations in the non-profit field, which some see already as a recognized "industry," participants explored the financial and social changes certain to affect the work of these organizations. This lecture, with dialogue and handouts, helped prepare the audience for these changes.

Resource material: "Corporate Fund Giving Predictions" by Gregory G. Gomez, 4505 Cedar Springs #206, Dallas, TX 75219. Limited free copies on request.

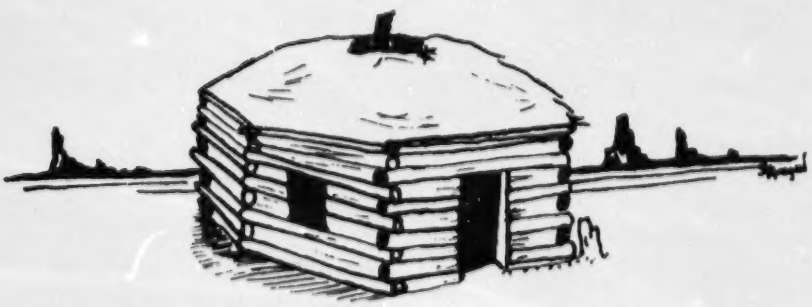
15. Introduction to Proposal Writing.
Presenter: Shayne Del Cohen, Tribal Planner, Reno Sparks Indian Colony.

Participants in this hands-on workshop were actively involved in stating a common problem and in preparing a proposal to solve it. They divided the proposal into constituent parts, including statement of need, purpose, methodology, administration, evaluation, etc., and learned to present proposals to best advantage for acceptance.

16. Housing Developments: Construction and Financing Using Self-Help Concepts.
Presenter: John Arnold.

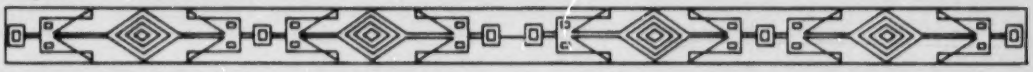
The presenter shared with the audience procedures used in several rural housing programs. Projects described included one Indian (Yaqui) non-reservation and one non-Indian Anglo/Spanish American project. Also described was the present status and the potential status of funding for housing in Indian and non-Indian programs. The prognosis is very negative for government help. Observations concluded with a discussion concerning whether housing programs should be controlled by BIA or HUD, need for non-government support in housing projects, and the need for communication with congressional members who are sympathetic.

Resource material: Congressional Record August 17, 1982. "Indian Act, 1982". Call Housing Assistance Council, Virginia Spencer, (202) 842-8642.



CONFERENCE WORKSHOPS

September 15, 1982



1. Parenthood: A Difficult Task For All of Us.

Presenter: Willard Abraham, Ph.D., Arizona State University.

Good parenting skills, and how to get them or how to recognize those skills we already have, was the theme of this session. Questions on opposing philosophies of parenting and related controversial issues sparked discussion among participants, and indicated a high level of interest in this vital subject.

Additional information: NICC Office

Resource material: "Preparation for Parenthood: How Many of Us Had It? (Outline) by Dr. Willard Abraham, College of Education, Arizona State University, Tempe, AZ 85287. Send self-addressed, stamped envelope. "What Kind of Parent Am I?" Same as above. Announcement re availability of all 76 PARENT TALK articles. Same as above.

2. The Rights of the Developmentally Disabled Indian Child.

Presenter: Beatrice "Toby" Chavez, Coordinator, Protection and Advocacy System for New Mexicans with Developmental Disabilities.

Every developmentally handicapped person is entitled, under the United States Protection and Advocacy Program, to certain assistance, support, and training. Through a film and a talk, handicapped consumers, their parents and service providers were educated on the rights and services available to them.

Additional information: NICC Office

3. Traditional Aspects in the Handling of Children.

Presenters: Frank Clarke, M.D., M.P.H., Indian Health Services, Preventive Health Programs Branch; Millie Polewytewa, M.A., Indian Educational Specialist.

An increasingly chaotic and changing world has many parents looking over their shoulders at old ways of raising children. Presenters cited modern-day detractors, including television, which interfere with the development and socialization that the clan system and active participation in tribal ceremonies used to allow young people. Positive traditional contributions to the upbringing of youth today were identified.

4. The Local School Board: Advocates for Quality Early Education.

Presenter: Dan Haggard, Director, Rumah Navajo Early Childhood Program.

Significant differences are being discovered between children who have received high-quality early childhood education and those who have not. The implications of these findings are important to school systems, and this workshop urged support for these programs through local boards, which are often only responsible for educational programs beginning with kindergarten or first grade.

5. Teenage Pregnancy.

Presenter: Martha Mejia Cruz, Director, Gila River Family Planning Program.

The costs of teenage pregnancy is

high both to society in loss of economic contribution, and to the individual whose early sexual activity and child-bearing exposes her and her child to a number of medical risks. Statistics and a film dramatized the consequences of teenage pregnancy, and focused on the role of established support systems toward reversing an alarming, national trend.

Additional information: NICC Office

Resource material: *Teenage Pregnancy "The Problem That Has Not Gone Away"*, The Alan Guttmacher Institute, 360 Park Avenue South, New York, NY 10010. *Adolescent Pregnancy, A New Look at a Continuing Problem* by Lorraine V. Klerman, Dr. PH, Associate Professor of Public Health, The Florence Heller Graduate School for Advanced Studies in Social Welfare, Brandeis University, Waltham, MA 02254.

6. Preventative Health Education in Schools with Predominately Indian Students: Impact of Concerned Indian People on These Prevention Programs.

Presenters: Myrtle Patterson, Education Specialist, Holton Indian Health Facility; Cathy S. Diedrich, Native American Research Institute.

This discussion and demonstration of methods used to teach preventative health measures in the schools included a special feature of this particular program — the involvement of a locally based Indian Health Education Committee to ensure that tribal and community needs are being met. Ideally, members should be concerned school board and school staff people, plus health-related officials.

Additional information: NICC Office

7. Use of the Northwest Indian Reading and Language Development Program.

Presenters: Robin A. Butterfield, Teacher Orientation Specialist; Joe Coburn, Director, Pacific Northwest Indian Program.

A lecture and small group activities demonstrated a reading and language development program which is centered on past and present cultures of the Northwest. There is substantial evidence that it is providing Indian students with the motivation to improve communication skills as part of, rather than separate from, the culture.

Additional information: NICC Office

8. Native American Drug and Alcoholism Therapy in the Five Sandoval Indian Pueblos.

Presenters: Joseph V. Quintana, Cochiti Alcoholism Counselor; Evelyn M. Sandoval, Central Office Youth Counselor; Ramona Trujillo, Central Office Youth Counselor; Linda Anderson, Central Office Youth Counselor; Louise Negale, Zia Youth Counselor.

By integrating Western model psychotherapy with traditional Pueblo Indian model treatment, using native languages and incorporating traditional values and belief systems, program officials have successfully decreased, and to some extent, eliminated, substance abuse in the target population. A side benefit of the program, according to the panel, has been "renewed recognition of and respect for cultural values . . . as they relate to human growth and development." A slide presentation and handouts identified and assessed critical issues that relate to alcohol and drug usage.

Additional information: NICC Office

9. Therapy with an Indian Family: A Videotape Application of Structured Family Therapy.

Presenter: James Jertson, M.S.W., A.C.S.W., Bureau of Indian Affairs, San Carlos Agency.

This film, and the attendant workshop, was geared to practitioners interested in a theoretical

framework for effective management and therapeutic interventions with Southwestern Native American families. The intent of the presenter was to 1) enable participants to "visualize" the theory, process, strategy, and techniques of structural family therapy, 2) encourage participants to assess the validity of applying such theory and technique to their tribal community and its families, and 3) enable participants to visualize family interaction and practitioner interventions.

Additional information: NICC Office

Resource material: *Families and Family Therapy* by Dr. Salvador Minuchin, Harvard U. Press, Harvard, MA.

10. The Dilemmas of Depression.

Presenter: Cristine Fish, M.S.W., Director, Social Services, Pascua Yaqui Tribe.

Dealing with depressions can be depressing. Here, mental health providers received help in effective strategies to maintain personal strength while helping others, especially in organizing and running an educational group to combat depressive behaviors. Sample class outlines, assignments, and reading materials explained that: depression is universal — We all get it and get over it — How positive/negative thoughts affect depressive moods — How to know when you are sinking into depression.

Additional information: NICC Office

Resource material: *Cognitive Treatment of Depression* by Aaron Beck, M.D. Class outlines and reading list available from Cristine Fish, Director of Social Services, Pascua Yaqui Tribe, 4821 W. Calle Vicam, Tucson, AZ 85706.

11. Improving the Outcome for Abused and Neglected Indian Children.

Presenter: Ronald S. Fischler, M.D., University of Arizona, Family and Community Relations.

This workshop reviewed what is known about the long-term outcome of child abuse and neglect and the effectiveness of treatment based on non-Indian models. Also covered were components of good outcome and actual cases involving Indian children. A theory of improving the long-term outcome for abused and neglected Indian children was developed.

Resource material: "Protecting American Indian Children" from *Social Work*, Vol. 25:5, September 1980 by Ronald S. Fischler, M.D.

12. Papago Early Childhood Head Start: A Child Centered Community Development Concept.

Presenters: Barbara Emmons, Director, Early Childhood Education; Enos Francisco, Jr., Vice-Chairman Papago Tribe; Adrian Nunez, Head Start Director; Andrew Lorentine, Chairman, Parent Policy Council and Day Care Parent Advisory Committee; Patrick Franko, Parent Advisory Committee, Pre-school; Margie Blaine, Parent Advisory Committee, Home Start; Victoria Norris, Head Start Graduate.

It is a known fact that early childhood education affects the children involved, but these panelists demonstrated through audio-visual displays and discussion that the impact upon the community can be just as strong in areas of education, culture, government, economics and health.

Additional information: NICC Office

13. The Oklahoma Child Welfare Act: Its Passage and Implementation as a Model for Other States.

Presenters: Anita L. Philips, Indian Child Welfare Coordinator; Dan Hall, ICW Director, Choctaw Nation; Vernon Ketcheshawno, ICS Director, Kickapoo Nation; Barry Benefield, Attorney, Native American Center.

Discussion of the passage and implementation of the Oklahoma Indian Child Welfare Act of 1982 highlighted this presentation. Its 4-member panel defined the Act's implications and who will be affected. Also included was a description of the state's Indian welfare association, and an update on a case currently in litigation.

Additional information: NICC Office

Resource material: *Model Foster Care Standards*, OK ICW Assoc. Mailing cost. c/o Ethel Krepps, NAC of Tulsa, 1740 W. 41st, Tulsa, OK 74107. (918) 446-8432.

14. Marketing Strategies in the 80's in Health Education.

Presenters: Al Harvey; Nancy Harvey.

Strategies were introduced for integrating marketing management processes with health education planning processes to cut costs to tribal health departments in this time of the dwindling health dollar. The audience received an orientation on concepts of benefit, audience response and media use, tied with the practice of marketing research known as segmentation analysis. The aim: more cost-effectiveness and beneficial results for all.

Additional information: NICC Office

15. Preparing and Preserving Wild Foods and Game.

Presenters: Flora H. Cuch, Nutrition Coordinator, Ute Tribe; Marjorie Ridley, Head Start Cook, Ute Project Head Start.

An informative workshop on the preparation of traditional foods. Samples and recipes were included. Slides showed how to gather and preserve berries and wild potatoes, and how to hunt, cut, dry, and preserve deer meat. Meeting state food regulations and presenting traditional foods in the Head Start curriculum was also discussed in this workshop.

16. Decision-Making Regarding American Indian Children and Foster Care.

Presenter: Charlotte Tsoi Goodluck, M.S.W.

While 25 per cent of American Indian children are in out-of-home care, including boarding schools, institutions and foster homes, few guidelines presently exist to assist judges and social workers at the tribal, state, and county levels in making decisions about placement of neglected, abused, abandoned or otherwise needy children. An outline was presented to provide better bases for making these decisions.

Additional information: NICC Office

Resource material: Decision Making etc. by C. Goodluck & M. Brown, Box 1115, Ganado, AZ 86505. No Cost.

17. Early Childhood Philosophy: Traditions for the Future.

Presenter: Sherry M. Cleary, Early Childhood Center, Seneca Nation of Indians.

Using the orientation of some contemporary Indian educators, the traditional teachings of several tribes, and her experiences with the Early Childhood program she directs, the presenter developed the proposition that the young Indian child, formerly the object of great value and care in his upbringing, suffers from a break with traditional methods which had enriched his health, well-being and education. Discussed were spiritual/traditional teachings and how they relate to child development, discipline, the extended family concept, use of elders in the educational process, and education in general.

18. How to Make Meetings Work.

Presenters: Charles M. Wesley, Director, Save the Children Ap-

palachian Program; Jerry Workman, Assistant Director.

Meetings of members in a community, of boards of directors, and of various committees are the essence of an organization's life. These meetings may range from a gathering of two or three persons to a general convention representing thousands of persons. Yet many meetings are unproductive, people do not speak up or participate. People feel they are not involved and that meetings are a waste of time. Participants learned how to get meetings started and ended on time, how to get a practical agenda, how to keep the meeting on the subject, how to deal with people who talk too much, how to generate more creative problem-solving, how to assign accountability and how to develop consensus.

19. Reaching Your Child Through His Own Language.

Presenter: Thallis Lewis, Director, Bilingual Training Program; Woodlin Lewis, Director, Headstart/ Parent Child Development Program.

Situated in a Mississippi Choctaw Community in which fewer than five per cent of all heads-of-household have a high school diploma, and where fewer than five per cent of children entering kindergarten speak English, the Bilingual Training Program has trained and furthered adult literacy and involvement, and developed a successful Headstart program. Lectures and demonstrations provided an overview of the program.

Additional information: NICC Office

20. American Indian YMCA Youth Clubs: Strengthening the Family Through Youth Leadership Development.

Presenters: George Pamp, Director, Rainbow Project, State YMCA of Michigan; David Stadden, Assistant Director, Rainbow Project; Betty Comas; Joan Webkamigod.

The director of the Michigan YMCA's successful outreach program explained how Rainbow Clubs meet the needs of Native American youth for leadership development, including setting life goals, learning problem-solving techniques and participating in values clarification and substance abuse training. Also served are their needs for family involvement and enrichment. A film and discussion of the program allowed for a good exchange of ideas.

Additional information: NICC Office

21. Approach to Child Development in Safety Education.

Presenter: Gloria Hale-Showalter, Educator, National American Indian Safety Council; Ralph Zotigh, Executive Director.

Promotion of safety awareness among children could significantly reduce accidents in homes, schools, and on the playground. Such accidents are the number one cause of death among the Indian population. This workshop included demonstrations and audio-visual aids giving convincing evidence that accidents need not be accepted as a way of life.

Additional information: NICC Office

22. Professional Resources: Utilization of Universities, Colleges and Indian Graduate Students.

Presenters: Elaine Walbroek, M.P.H. School of Social Welfare, University of California; Larry Jordan; M.S.W., Assistant Professor, Oregon State University.

A panel of social workers and educators discussed, from their

own perspectives, appropriate and innovative uses of these important resources which can bring good minds, care, and enthusiasm into tribal programs, and save lots of money at the same time.

Additional information: NICC Office

23. Community-Based Nutrition Education and Seed Saving on the Papago Reservation.

Presenters: Connie H. Ronstadt; Gary Nabhan.

An overview of the nutrition education activities and the Traditional Crop Conservancy Garden and Seed Bank activities on the Papago Indian Reservation by the Meals for Millions Foundation and the Papago Nutrition Improvement Program was presented. The presentation provided an update of the community-based nutrition education efforts, and discussion was centered on participatory methods and Papago-adapted educational materials. A description of the Papago Desert Foods Garden followed.

Additional information: NICC Office

Resource material: Southwest Traditional Crops Catalog — Seed Sources & Resources, 1982, Free. *Desert Harvest: A Guide to Vegetable Gardening in Arid Lands* by Jane Nyhuis. $6.00 plus $1.00 shipping and handling. Meals for Millions, PO Box 42622, Tucson, AZ 85733. (602) 624-7963.

24. Programs and Identification of Gifted Indian Children.

Presenter: Tonia Hogner, Cherokee Nation of Oklahoma.

Losing the bright promise of a talented or gifted youngster because of cultural disadvantage and poverty is needlessly tragic. This project would help teachers, parents, and other child-service providers to learn to identify future leaders, and to help them best help themselves and their people, through accelerated educational programs.

Additional information: NICC Office

25. Self-Esteem Through the Circle of Fires.

Presenter: Jack Gregory, Phoenix Union High School District, Indian Education Department; Bobbie Kisto, Indian Youth Advisor; Diana Williams, Student; Larria Charlie, Student; Robert Zamora, Student; Ruth Villegas, Student.

In response to a grant from the U.S. Office of Education, members of several Arizona tribes participated in the summer of 1981 in an oral history project, Foxfire Indian-style. By letting young people explore tribal ancestral grounds with their elders, discussing what it means to be an American Indian today, self-esteem was raised and a multi-media presentation created. Students from this just-completed project shared their experiences, and their films, with the audience.

26. The Arts and Crafts Cooperative: Do's and Dont's for Successful Operation.

Presenters: Betty DuPree, Manager, Qualla Arts and Crafts; Mollie Blankenship, Qualla Board Member.

Persons interested in operating a successful arts and crafts cooperative heard from representatives of a Cherokee group who believe that a good location, a cooperative structure, attractive products, good management and promotion strategies and a responsible executive committee nearly ensures a profitable venture. Slides, craft items, brochures and other publications were on display.

Additional information: NICC Office

27. Substance Abuse Awareness Among Reservation Youth: Alternatives to Alcohol and Other Substance Abuse as Explored by Colorado River Youth.

Presenters: Bob Drew, Prevention Component, Colorado River Indian Tribal Alcoholism Program; David Harper, Prevention Coordinator; Sharon Burton; Billie Jean Stillman; William Flores; Franklin Hunter; Mechan Kinale; D. Robledo.

Six young people presented audio-visual programs they had produced to help clarify their awareness of substance abuse problems. They discussed what feels best for them as alternatives and what some of their felt needs are. Sharing of their own individual lives, past and present, was added dimension of the presentation.

Resource material: Patterns of Teen-Age Drinking on the Colo. River Indian Reservation PKG #7 — WRATC, C.R.I.T. Youth Group. $15.85. W.R.A.T.C. — University of Utah, 1093 Annex U OF U, Salt Lake City, UT 84112. Colo. River Indian Tribal Youth Group Constitution and Bylaws and Goals and Objectives, C.R.I.T. Youth Group & Alcoholism/Mental Health Programs, Rt. 1, Box 23, Parker, AZ 85344. Free. Statistical Analysis of 110 Youth Questionnaires on Smoking and Alcohol, RBK Reduction at C.R.I.T. — 1980-82, Center for Disease Control, U.S. Public Health Service, c/o Health Education, Arizona Dept. of Health Services (4th Floor), 1740 West Adams St., Phoenix, AZ 87004.

28. Small Businesses on the Reservation.

Presenter: Lambert Noline, Noline's Country Store, San Carlos; Ferrell Secakuku; Dorothy Secakuku, Secakuku Enterprises, Hopi.

National Indian Child Conference

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Nancy Tuthill

SEPTEMBER 16, 1982

NATIONAL INDIAN CHILD CONFERENCE RECOMMENDATIONS

DEAR COLLEAGUES:

THE RECOMMENDATIONS COMMITTEE OF THE FOURTH ANNUAL INDIAN CHILD CONFERENCE HELD IN PHOENIX, ARIZONA FROM SEPTEMBER 12 - 16, 1982 HEREBY PRESENT THE ATTACHED RECOMMENDATIONS WHICH WERE RATIFIED BY THE FINAL GENERAL ASSEMBLY ON SEPTEMBER 16, 1982.

SIGNED:

Linda Amelia CHAIRMAN

William F. Bell CONFERENCE CO-CHAIRMAN

Winona Sample COMMITTEE

LA:blc

Sponsored by Save the Children
Our 50th Anniversary Year

Announcement Regarding PL 96-272

The final rule on Title IVb funds are soon to be released. It is suggested that Tribes who may be interested in applying for these funds conduct their preliminary planning. These funds will provide an opportunity for tribes to establish their own supplemental funds for Indian adoptive and foster homes. More information and criteria for getting your own Title IVb program may be obtained by contacting the Department of Health and Human Services — Mr. Frank Ferro, Director U.S. Children's Bureau, Washington, D.C. (202) 755-7800.

Indian Child Welfare Act Program Funding/Changes

The Fourth National Indian Child Conference held in Phoenix, Arizona during September 1982 identified the future funding for the Indian Child Welfare Act as one of the key issues identified during the Conference.

The Indian Child Welfare Act is a federal law which recognizes the unique and special relationship between the United States and members of the Indian tribes and reaffirms the responsibility of the federal government to protect and preserve Indian tribes and their resources. The Indian Child Welfare Act is a statement of policy by the federal government that Indian children are the most vital resource Indian people have. The Indian Child Welfare Act sets up a strict policy regarding Indian child custody proceedings brought in state courts.

The Bureau of Indian Affairs is the funding source of all Indian Child Welfare Act Programs. The proposed Bureau of Indian Affairs FY '83 Budget Plan includes language which would reduce Indian Child Welfare Grant Programs from the present level of $9.6 million to $7.7 million. This decrease is based on the decision to discontinue grants to off-reservation programs.

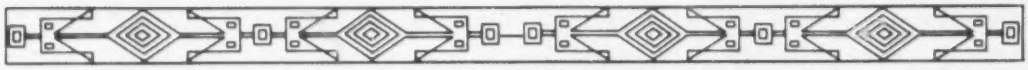
The United States Senate Select Committee on Indian Affairs has taken the position as being against this reduction of funding and program changes in the program structure. The Committee has submitted a recommendation for continuation of all Indian Child Welfare Programs both on and off the Reservation and an increase in funds to $15 million to more properly assist efforts with Indian Child Welfare Act implementation. The 1980 census showed that approximately 50% of all Indians reside off their reservation areas.

Therefore, the Fourth National Indian Child Conference of 1982 adopts and supports the Senate Select Committee on Indian Affairs position that the funding levels for all Indian Child Welfare Act programs be increased to $15 million and that no program changes be made which would discontinue grants made to off-reservation programs.

Strategy to support current levels of funding or to increase funding for Indian Child Welfare Act Programs and to support non-program changes in the Indian Child Welfare Act Programs will be two-fold:

A. Letters of Support regarding the House Bill entitled, 'Fiscal Year '83 Appropriations Bill for Interior and Related Agencies' to the Senate Committee of Appropriations, and

B. Letter of Support regarding that same House Bill to the House and Senate Budget Committees.



RECOMMENDATION: To support increased funding for Indian Child Welfare Act programs, and to request no program changes in program structure for off-reservation programs.

WHEREAS, Save the Children Federation is an organization committed to helping needy children under the conviction that the best method of improving the well-being of children is by improving the environment in which they live! and . . .

WHEREAS, Save the Children Federation sponsored the Fourth National Indian Child Conference in Phoenix, Arizona on September 12-16, 1982; and . . .

WHEREAS, The National Indian Child Conference was attended by both Indian and non-Indian persons from all fifty (50) United States to address the special contemporary needs and concerns in the world of the Indian Child and family; and . . .

WHEREAS, The Conference Recommendations Committee is committed to addressing these special concerns and needs to the appropriate individual or agency, Indian or non-Indian, whose responsibility it is to care for Indian children; and . . .

WHEREAS, One of the concerns/needs which evolved from the Fourth National Indian Child Conference was the future funding of the Indian Child Welfare Act; and . . .

WHEREAS, The Indian Child Welfare Act is a federal law recognizing the unique and special relationship between the United States and members of Indian tribes; and . . .

WHEREAS, The Indian Child Welfare Act reaffirms the responsibility for the protection and preservation of Indian tribes and their resources; and . . .

WHEREAS, The Indian Child Welfare Act recognizes that the most vital resource of Indian people are their children; and . . .

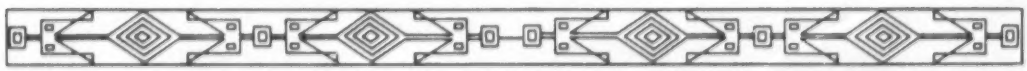
WHEREAS, The proposed FY '83 Bureau of Indian Affairs Budget Plan includes language which would reduce Indian Child Welfare Grant Programs to $7.7 million in FY '83; and . . .

WHEREAS, This decrease is based on the decision to discontinue the provisions of grants to off-reservation programs; and . . .

WHEREAS, The United States Senate Select Committee on Indian Affairs pursuant to the Congressional Budget Act of 1974 submits views and concerns about proposed program changes or deletions of programs which have been of vital concern to Indian tribes and Indian people in the past; and . . .

WHEREAS, The United States Senate Select Committee on Indian Affairs disagrees with the proposed change in the Indian Child Welfare Act Programs and has filed a report with the Budget Committee recommending continuation of Indian Child Welfare Programs both on- and off-reservation, with an increase of funding from the present $9.6 million to $15 million;

THEREFORE BE IT RECOMMENDED that the Fourth National Indian Child Conference adopts and supports the United States Senate Select Committee Budget Report to maintain the level of funding or increase the level of funding for all Indian Child Welfare Programs to $15 million to both on- and off-reservation programs with no changes in the Indian Child Welfare Act Programs structure, whether on or off the reservation.



RECOMMENDATION: To improve communication between the Bureau of Indian Affairs, Department of Health and Human Services, and Department of Education on decisions affecting the Indian child.

At the Fourth National Indian Child Conference it was expressed that there exists a lack of co peration and coordination between the Department of Health and Human Services, the Department of Education, and the Bureau of Indian Affairs.

Within these departments there are over 50 programs which affect children. In current efforts to streamline and consolidate services due to current cutbacks, it would seem to be very cost effective if these departments would communicate with each other in planning and service delivery.

It is therefore recommended that letters stressing the need for improved communication be sent to Secretary Heckler of the Department of Health and Human Services, Secretary Watt of the Department of Interior, and Secretary Bell of the Department of Education. Also, copies of these letters should be sent to appropriate congressional committees.

RECOMMENDATION: To oppose closure of the Southwestern Indian Polytechnical Institute (SIPI) and eleven (11) other Indian schools.

The termination of federal funding for Indian education, health services, and tribal government operations threatens the physical and cultural survival of Indian populations throughout the United States.

The Bureau of Indian Affairs methods to effectuate these federal funding cutbacks indicate that the current Reagan administration is making historic changes in Indian policy. This "new" Indian policy threatens the sovereign right of Indian tribes to control their human and natural resources by the economic abrogation of trust responsibility, and by lack of participation and consultation with tribal members and tribal leaders prior to policy changes.

The attempted closure of the Southwestern Indian Polytechnic Institute (SIPI) in Albuquerque, New Mexico, is an example of this abrogation of trust responsibility. With Indian employment rising to 80% in some Indian communities, SIPI offers a vital opportunity for Indian youth to gain skills required to enter the job market. SIPI is the *only* technical—vocational institute for Indians in the country; close to 500 students from over 85 tribes attend the school.

The National Indian Child Conference recommends that the Southwestern Indian Polytechnical Institute be kept open and that Federal Funding be maintained for effective operation of the school. The future of SIPI must be determined and controlled by Indian students, parents, and Tribal leaders.

STRATEGY

1. Communicate recommendation to National Indian organizations, non-Indian organizations, the Department of the Interior, the Bureau of Indian Affairs, and the Congress of the United States.

2. Establish a network for Indian tribes, organizations and volunteer professionals affected by Federal funding cutbacks so to provide a mechanism for organizing and for action to put a stop to this activity.

RECOMMENDATION: To disseminate information regarding the Indian Housing Act of 1982 to the Indian community.

The key issue in Indian housing focuses on the termination of the Indian housing portion of HUD. Indian housing units have been reduced from 24,000 in 1981 to 4,000 units in 1982 and will end at the close of the month. Accordingly, Senator Garn (UT), in an attempt to provide for basic housing needs of American Indians, introduced a bill entitled "The Indian Housing Act of 1982". The bill, to be administered by the Bureau of Indian Affairs, will reauthorize the

Home Improvement Program (HIP) and will introduce a $250 million loan fund for Indian Housing.

Federal funding will be available for low and moderate income families, determined by ability to pay and with sanctions for non-payment. The preliminary information received regarding these sanctions is that mortgage loan guarantees will be authorized on trust land but will not threaten such lands.

Therefore, it is recommended by the NICC that information regarding the Indian Housing Act of 1982 be disseminated to the Indian Community for study until it can be determined that the sanctions in connection with trust land do not threaten the integrity of such trust lands.

STRATEGY

Contact key Congressmen about views on legislation, including Senator Goldwater and Congressman Morris K. Udall.

RECOMMENDATION: To continue Farmers' Home Administration under present system.

A key issue identified by the Fourth National Indian Child Conference is in the area of Farmers' Home Administration. It has been proposed to move administration of the FHA to block granting by the states. This move should be strongly opposed. Farmers' Home Administration is now administered on a national basis by the United States Department of Agriculture.

RECOMMENDATION: To continue pre-kindergarten programs through the Indian Student Equalization Programs, as mandated by PL-95-561.

The need for pre-kindergarten education programs for Indian children remains a critical concern. The Bureau has funded some pre-kindergarten programs through this year. However, these programs are in danger of being closed due to the deletion of pre-kindergarten standards from the B.I.A. educational standards. These programs are not a budget item. Since education progresses as a continuance from the very early years through adulthood, tribes must support early childhood education in order to establish and continue the Tribal Educational Plan.

STRATEGY

This issue needs to be given national attention. A coalition of affected programs should join the effort to have those standards replaced, and Early Childhood should receive funding through the Indian Student Equalization Program as mandated by PL 95-561.

RECOMMENDATION: To strengthen community involvement in planning preventative health education curriculum.

The Fourth National Indian Child Conference identified a key issue related to preventative health education in schools with predominately Indian students: Indian students and concerned Indian parents are not involved in the development or implementation of the curriculum.

STRATEGY

Involve Indian students and create a locally based Indian health education committee which either includes or works with concerned Indian students and parents to ensure that both tribal and community needs are being met. An additional safeguard of any program in

preventative health education should include the use of Indian students and concerned Indian parents in the form of local Indian health education committees in the actual planning, implementation and evaluation of the school program preventative health curriculum.

RECOMMENDATION: To provide school-age parenting classes and child care within the Indian community; high schools to provide services to teenage parents.

There is an increasing need to provide school-age parenting classes for teenage pregnant girls. These classes should include both boys and girls. Teenage mothers need to finish high school and have care provided to their infants during this period.

STRATEGY

High schools enrolling a large number of Indian girls should expand their curricula to include parenting classes on child care and family living skills. A child/infant center must be provided on campus. Additional funding must be sought through the B.I.A. education programs as well as through adult education and vocational education funds.

RECOMMENDATION: To encourage the use of native foods through the schools.

There will always be food on the table for Indian children if we can teach them to preserve and eat foods which are natural. A variety of wild foods, i.e., berries, venison, fish, etc., are available locally depending on the season.

Overview of Evaluation

The purpose of the evaluation was to provide information about the effectiveness of the conference to the conference planners and the NICC Steering Committee. A "consumer" type evaluation format was utilized, whereby participants were able to express their opinions. The results summarized below cover both the overall conference and the individual workshops.

Statement about the Conference	Agree Strongly	Agree	Disagree	Disagree Strongly
Generally, this was an excellent conference.	34%	57%	9%	—
I learned valuable information and increased my skills	30%	61%	9%	—
Phoenix/Hyatt was a good choice as the conference site	57%	36%	5%	2%

With over 90% of the respondents indicating agreement of one sort or another about the quality of the NICC, the Steering Committee feels extremely encouraged about the format and content of the conference. For your information, of the respondents, 26% were educational administrators; 19% tribal employees; 14% (each) teachers, community workers, and mental health care deliverers; 9% health educators; 2% (each) health care deliverers, and volunteers. Specific activities were rated as follows:

Activity	Excellent	Good	Fair	Poor	Didn't Attend
1. Opening Session/ Welcome	30%	41%	14%	2%	13%
2. International Evening	41%	39%	7%	2%	10%
3. Tuesday Luncheon	9%	42%	18%	—	31%
4. Pow-Wow	26%	46%	5%	2%	21%
5. Awards Banquet	12%	21%	24%	2%	41%
6. Conference Dance	25%	22%	2%	—	51%
7. Closing Session	5%	25%	29%	2%	39%
8. Art Exhibit	31%	34%	12%	2%	15%

A summary of the workshop evaluations indicates that 91% of 1033 respondents rated workshop from excellent to good, and only 9% gave fair to poor ratings, an overwhelming vote of confidence. Ninety-eight percent indicated that the workshops provided practical knowledge and information, and 96% agreed that workshop presenters were well prepared and interesting. Sixty-five percent felt their skills were increased, 69% felt their awareness of resources in the area had grown, and 79% that they could use the information presented in their work. Given our audience and the objectives of the conference as outlined earlier in this report, there is clearly a mandate of support for the NICC.

Evaluation is neither positive or negative; the information gained should be used to improve the product. To this end, this information will be used by NICC staff and the governing board to continue to refine and hone the next conference program. We want you to know that your voices are being heard through the evaluations, and that the NICC is constantly striving for excellence as we attempt to meet your needs.

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Acoma	3
Apache	5
Arikara	1
Blackfeet	1
Caddo	1
Caddo/Otoe/Kaw	1
Caddo/Pawnee/Delaware	1
Chemehuevi	1
Chemehuevi Yavapai/Apache	1
Cherokee	5
Cherokee/Blackfeet	1
Cherokee/Chickasaw	1
Cheyenne	1
Cheyenne Arapahoe	1
Chickasaw	2
Chippewa	5
Chippewa/Cayuga	1
Choctaw	12
Choctaw/Pima Cochiti Pueblo	2
Cocopah	6
Colorado River Indian Tribes	7
Confederated Tribes of Warm Springs, Oregon	4
Cree	11
Creek	2
Delaware	1
Diequeno	1
Eastern Cherokee	3
Eastern Shawnee	1
Enoch	1
Eskimo	1
Flathead	1
Ft. Sill Apache	2
Haida	1
Haida/Tsimpshian	1
Hidatsa	1
Hoopa/Yurok/Karok	1
Hopi	41
Hopi/Mohave	1
Hopi/Navajo	1
Hopi/Pueblo	1
Hopi/Tewa	1
Hopi/Yavapai/Apache	1
Hualapai	5
Hualapai/Cree	1
Hupa	4
Hupa/Talowa	1
Iowa/Sioux	1
Iroquois	1
Isleta	3
Isleta/Laguna	1
Jaimaican (Native)	1
Jemez	4
Jicarilla Apache	1
Juaneno/Yaqui	1
Kaibab/Paulte	11
Karok	1
Karok/Yukut	1
Kaw	1
Kickapoo	5
Kiowa	1
Kiowa/Cherokee	1
Kiowa/Comanche	1
Klamath	1
Laguna/Hopi	1
Laguna Pueblo	4
Lakota Sioux	1
Long Plain Band Tribe	1
Lumbee	1
Maidu	1
Malecite	1
Maricopa	2
Maricopa/Cocopah	1
Maricopa/Papago	1
Mescalero Apache	5
Minnesota Chippewa	2
Mohave	5
Muckleshoot	1
Nanaimo	1
Navajo	107
Navajo/Apache	1
Navajo/Choctaw	1
Navajo/Cree	1
Navajo/Hopi	1
Navajo/Yaqui	1
Nez Perce Tribe	4
Nisqually	2
Nooksack Ind. Tribe	1
Northern Cheyenne	7
Nuu-Chan-Nulth	1
Oglala Sioux	6
Ojibwa	1
Oklahoma	1
Omaha	8
Oneida	3
Osage	1
Ottawa	2
Paiute	11
Paiute/Luiseno	1
Paiute/Shoshone	3
Papago	49
Papago/Navajo	1
Papago/Pima	2
Pascua/Yaqui	2
Passamaquoddy	1
Pawnee/Choctaw	1
Pima	49
Pima/Hopi	1
Pima/Maricopa	7
Pima/Navajo	2
Pima/Papago	3
Pima/Seminole	1
Pomo	1
Ponca	1
Pueblo	2
Pyramid Lake Paiute	2
Quapaw/Euchee/Cherokee	1
Quechan	1
Red Lake Chippewa	1
Rosebud/Lakota	1
Rosebud Sioux	2
Samson/Creek	1
San Carlos Apache	6
San Felipe Pueblo	7
San Ildefonso Pueblo	1
San Juan Pueblo	3
Sandia Pueblo	1
Sandia/Taos	1
Santa Ana Pueblo	1
Santa Clara Pueblo	14
Santo Domingo Pueblo	17
Seneca	3
Seneca/Mohawk	1
Seneca Nation	1
Shawnee	1
Shoshone/Paiute	1
Sioux	6
Sioux Valley Band	1
Soouahlie	1
Southern Ute	1
Standing Rock Sioux	2
Stolo Nation	4
Suquamish	1
Taos/Navajo	3
Taos Pueblo	2
Tewa/Nambe Pueblo	3
Tewa/San Ildefonso	3
Tewa/San Juan	8
Tonto Apache	1
Tulalip	1
Tuscarora	1
Ute Mtn. Tribe	3
Wasco/Warm Springs	1
Washoe	3
White Mtn. Apache	33
Winnebago	3
Winnebago/Chippewa	1
Winnebago/Sac Fox	1
Winnebago Tribe of Nebraska	4
Yaqui	14
Yakima	5
Yakima/Navajo	1
Yavapai	6
Yavapai/Prescott	1
Yurok	1
Zia Pueblo	1
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